

## *Christian Education of Children CMI 200*

Fall 2012, TR 8-9:15, Wesleyan Center classroom

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### Catalog Description

An introduction to the spiritual needs and development of the child; emphasis on the use of methods at specific age levels and the administration of the program for children.

### Student Learning Outcomes

Students will be able to

1. Prepare, organize and deliver a biblically sound basic lesson for discipleship formation using age-appropriate techniques and skill in culturally appropriate ways.
2. Develop and utilize existing age appropriate ministry strategies in an intergenerational setting that seeks the spiritual development of the whole church.
3. Identify trends in contemporary society that impact the spiritual faith development of children and their families.
4. Construct a biblically-informed and historically grounded philosophy of ministry with children and their families.

### Textbooks

Stonehouse, Catherine, *Joining Children on the Spiritual Journey*, Baker Academic, 1998. 9780801058073

Barna, George, *Transforming Children into Spiritual Champions*, Regal Books, 2003. 0830732934e

Additional readings are found on Eclass. Students are responsible for all reading material.

### Learning Labs

Our class is partnering with PLNUs Early Childhood Center and San Diego First Church of the Nazarene's Children's Ministry as active participants to provide an environment for hands-on learning. 20+hours outside of class will be required to be actively engaged with the children.

### Assignments

1. Attend all class sessions and read assigned material in advance. Outline core ideas and be ready for class discussions.
2. Lead the class in a lesson you have prepared for an assigned age-group prior to leading it with children in either the ELC or San Diego First Children's program. **Lesson plan due 10/2.** Presentations will be scheduled throughout October.
3. One on one Engagement Assessment. Play with a child between the ages of 4-10 at either the ECL or San Diego First Church's Children's program on two separate occasions. Use art, games and toys to discover the interconnection between their developmental abilities and ideas of God. Write up the age-appropriate activities you planned, describe how your experience unfolded according to developmental expectations and how it did not. Summarize and analyze what happened and what you learned about this specific child and age group that prepared you for your second interaction with the child. (Respond using the form found on eclass). **Due 10/16**
4. Research paper. 8-10 pages. Choose a contemporary issue impacting the spiritual development of children and their families. Research the topic using recent scholarly journals and professional children's education books and websites. 8 separate sources required and documented. **Research topic due 9/25. Outline due 10/30. Paper due 11/27.**

5. Exams. There will be 3 exams. The first two will be essay or oral exams. Students may choose to receive written questions or meet with the teacher and be tested through a series of oral questions. The final exam is a written exam with a mixture of term identification and short essays.

### Course Topics

8/30 Overview of Class and Introductions

9/4 The Church in the Life of the Child

*All reading assignments are to be done prior to attending class*

Barna, Chapters 1 and 2

9/6 The Child in the Life of the Church

Barna, Chapters 3 and 4

9/11 The Child in History and in the Life of the Church

Barna, Chapters 5 and 6

9/13 Children in Today's Social Context

Barna, Chapters 6 and 7

9/18 The Spirituality of Children

Stonehouse, Chapters 1 and 2

9/20 Understanding the Development of Children

Stonehouse, Chapter 3

9/25 Understanding How Children Learn

Stonehouse, Chapter 4

#### **Research topic due**

9/27 Spiritual Formation

Stonehouse, Chapter 5 and 6

10/2 Storytelling and Appropriate Biblical Interpretation

#### **Lesson Plans due**

10/4 Exam #1

10/9 Preparing and Leading Children to Christ

Stonehouse, Chapter 8 and 9

10/9 Pastoral Care

10/11 Programming for Children's Ministries

10/16 Developing a Strategic Plan, Calendar, and Budget

#### **One on one Engagement Assessment due**

10/18 The Church—a Safe Environment

10/23 Nazarene Safe Training

10/25 Evaluating Curriculum, Events, and the Children's Ministries Program

10/30 Interactions with Staff and Others

#### **Research paper outline due**

11/1 Leading Children in Worship

11/6 Leading Children in Worship II

11/8 Developing a Philosophy of Ministry

11/13 Exam #2

11/15 Discipline and Classroom Management

11/20 Field Trip

11/22 Special Guest

11/27 Ready to Minister

#### **Research paper due**

11/29 Research Results 1

12/4 Research Results 2

12/6 Wrap up and Celebration

12/11 Final Exam 8-10am

**PLNU Academic Policies:**

Academic Accommodations: All students are expected to meet the minimum standards for this course as set by the professor. Students with learning disabilities who may need accommodations should first discuss options and services available to them in the Academic Support Center (ASC) during the first two weeks of the semester. The ASC, in turn, will contact professors with official notification and suggested classroom accommodations, as required by federal law. Approved documentation must be provided by the student and placed on file in the ASC prior to the beginning of the semester.

Late Work: Assignments turned in late will, in most cases, receive a reduction in grade. When assignments cannot be turned in on time due to circumstances beyond the student's control, the student should discuss the specific situation with the professor.

Inclusive Language: The School of Theology and Christian Ministry is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, the SoTCM urges students, faculty and staff to avoid sexist language in public discourse, in classroom discussion, and in their writings.

Academic Honesty: The Point Loma Nazarene University community holds the highest standards of honesty and integrity in all aspects of university life. Academic honesty and integrity are strong values among faculty/staff and students alike. Any violation of the University's commitment is a serious affront to the very nature of PLNU's mission and purpose. Academic dishonesty is the act of presenting information, ideas and/or concepts as one's own when in reality they are the results of another person's creativity and effort. Such acts include plagiarism, copying of class assignments, and copying or other fraudulent behavior on examinations. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that particular assignment or examination, and/or the course.